DOCUMENT RESUME

ED 268 516 CS 008 424

AUTHOR Kimmins, Elizabeth J.
TITLE The Reading Interests of Emotionally Disturbed Boys Ages 11 to 15.
PUB DATE May 86
NOTE 34p.; M.A. Thesis, Kean College of New Jersey.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; Comparative Analysis; Elementary Secondary Education; *Emotional Disturbances; Emotional Problems; *Males; Personality Problems; Reader Response; Reading Attitudes; Reading Habits; *Reading Interests; *Reading Material Selection

ABSTRACT

A study investigated whether the reading preferences of emotionally disturbed boys were the same as the interests of boys in the general population. Subjects, 25 boys from a private residential treatment center for emotionally disturbed boys, were interviewed individually, completed a reading interest survey, and selected titles of books they would read. Responses were then tallied to determine the boys' favorite and least favorite books. Results suggest that the reading interests of emotionally disturbed boys, ages 11 to 15 are not the same as those identified by boys in the general population. However, some similarities do exist. The category of sports, which is highly rated by all populations of boys, was the number one interest of emotionally disturbed boys. Science was also a popular interest of all boys, while poetry was rated as being of low interest for all boys. Surprisingly, while adventure was a popular interest of both boys and girls in the general population, it scored very low on the survey of emotionally disturbed boys. Among the implications for teachers is that reading will be more appealing to emotionally disturbed boys if they are offered titles that excite and attract them. Tables, figures, and a three-page reference list are included. (DF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

913

ED268516

THE READING INTERESTS OF EMOTIONALLY DISTURBED BOYS AGES 11 to 15

by

Elizabeth J. Kimmins

accepted 4/29/86

Submitted in Partial Fulfillment of the
Requirements of the Masters of Arts Degree
in Reading Specialization
Kean College of New Jersey
May, 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Elizabeth J. Kimmins
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 008 434

ABSTRACT

The reading preferences of emotionally disturbed boys were compared to the interests of boys in the general population. Student interests were determined through the use of interest surveys. Responses on the interest survey were tallied so that two separate scores would emerge for each interest category. The results of this study indicated that the reading interests of emotionally disturbed boys are not the same as those identified by boys in the general population.

TABLE OF CONTENTS

		PAGE
I.	ABSTRACT	ii
II.	LIST OF TABLES	iv
III.	LIST OF FIGURES	v
IV.	READING INTERESTS OF EMOTIONALLY DISTURBED BOYS	
	Introduction	1
	Hypothesis	3
	Definitions and Assumptions	4
	Procedures	4
	Results	9
	Conclusions and Implications	13
V.	READING INTERESTS OF EMOTIONALLY DISTURBED BOYS	
	Related Research	17
VI.	REFERENCES	26

LIST OF TABLES

TABLE PAGE

I. INTEREST CATEGORIES REPRESENTED BY TITLES..... 6

II. INTEREST SURVEY TOPICS..... 7

LIST OF FIGURES

FIGURE PAGE

I. FIRST CHOICE CATEGORIES..... 10

II. CIRCLED CATEGORIES..... 11

During the last decade, there has been a renewed interest in education toward teaching the basics; the primary focus being on reading, analyzing new methods, materials, ideas and programs to improve and upgrade the system. It seems reasonable to assume that students will be more likely to enjoy learning to read if what they read interests them. Joseph Leibowicz (1983) makes the following statement about reading interests: "Determining what interests children requires serious ongoing research, and giving children what they want, cannot simply supercede the teacher's obligation to guide students toward quality reading."

There have been over three hundred studies on reading interests as of 1967, with extensive research continuing into the 1970s. By the end of the 1970s, however, much less research was completed on this topic, and no research pertaining to the reading interests of the emotionally disturbed was reviewed at all.

It is a significant task for educators to pursue, however, if we, as professionals, are to choose books and materials for students. How do we know what emotionally disturbed students would like best? What materials and stories would make the difference between half-hearted boredom and newly sparked enthusiasm for this group? Research has been done on teachers' knowledge of their

students' interests. The interests of students in grades three and four were monitored by Eugene H. Baker (1968). His most significant finding was that an alarming disagreement existed between the preferences of children and the predictions of their teachers. According to Baker, "This simply means that teachers generally don't know what their children prefer."

Spangler (1983) clarified the differences between reading interest and reading preference. According to Spangler, interest studies explore what reading interests are according to the books the child has read. This type of study describes actual reading behavior. Preference studies look at children's expressed attitudes about hypothetical situations. They are experimental and give indications of possible actions when readers are given new choices.

The research by Mendoza (1985) in the form of a survey done on elementary school children, documents their preferences while being read to by others. The responses of five hundred twenty children, ages five to thirteen, were included in the survey. The questionnaire focused on the desire to be read to, the home reading environment, what the children wanted to know about a book before having it read to them, and sustained interest in books once they have been read aloud. The

most surprising result of this study was that children throughout the elementary grades overwhelmingly enjoy being read to, with a ninety-five percent affirmative response in the primary grades (K-3) and a seventy-four percent affirmative response in the intermediate grades (4-6).

In an effort to help teachers and other professionals provide more stimulating reading material to reluctant readers, many studies have been done to clarify the interests of children in the general population. But what about emotionally disturbed children? If their reading preferences are different from those of children in the general population, we, as professionals in reading, are missing a good opportunity to learn about teaching them more effectively. We might need different materials, stories, basal readers and workbooks for these children for optimum growth.

HYPOTHESIS

The reading preferences of emotionally disturbed boys are the same as those identified by boys in the general population.

DEFINITIONS AND ASSUMPTIONS

For this study, reading interest and reading preference are used interchangeably and they are defined as the natural attention or curiosity a child shows toward a book or topic on his own volition.

Emotionally Disturbed is a term that is defined as a person who exhibits maladaptive behavior, who does not fully live up to the expectations for one in his role, does not respond to all the stimuli actually present, and does not obtain the typical or maximum forms of reinforcement available to one of his status.

PROCEDURES

Twenty-five boys from Somerset Hills School in Warren, New Jersey were involved in this study. Somerset Hills School is a private residential treatment center for emotionally disturbed boys, ages seven to fifteen years old. There were seventy-five boys boarding there at the time of the study, all with "emotionally disturbed" as their primary classification. The population was divided into nine classes, each class containing either eight or nine students. The classes are nongraded, with age, temperament and test scores being criteria for the division. The researcher chose to use the three classes of the oldest boys. Two of the classes contained eight

students each, with the third class containing nine, for a total of twenty-five students.

The boys were all between the ages of eleven and fifteen, and residents of the school. Eight of the boys in this study were classified as borderline or active psychotics.

All the boys came from various parts of New Jersey, all urban and inner city areas. All are from low income families, many of them one-parent families. Sixteen boys were white, and nine boys were black. Their most recent scores on the California Achievement Test ranged from a high of 12.0 to a low of 3.6 for a total reading score.

Since the researcher could foresee problems with questions like, "Do you like books about contemporary life?", real or fictitious titles were used to represent the sixteen different interest categories developed from the literature as shown in Table I.

TABLE I

Interest Categories Represented by Titles

1. Adventure	9. Humor
2. Biography	10. Mystery
3. Careers	11. Poetry
4. Contemporary life	12. Religion
5. Fantasy	13. Science
6. Friendship	14. Science fiction
7. History	15. Sports
8. Hobbies	16. Travel

An interest survey with a list of thirty-eight titles in it was developed to match the topics that needed to be represented as shown in Table II. Instead of asking a student if he likes biographies, several titles of biographies were listed as possible choices.

TABLE II

INTEREST SURVEY TOPICS

1.	My Best Friend, Joey
2.	The Life of Mohammed Ali
3.	The Life of Martin Luther King
4.	Abraham Lincoln's Life
5.	Studies About War
6.	Animal Stories
7.	What Kids want to Know About Dying
8.	Choosing the Right Job for You
9.	The Funniest Jokes Ever
10.	Poems for Children
11.	Outer Space Adventure
12.	All About Computers
13.	All About our Solar System
14.	The Mystery of the Dark Cave
15.	Let's Travel to a New Place
16.	Hobbies that Kids Love
17.	The Horse that Could Talk
18.	Adventure Stories for Boys
19.	The White Water Adventure
20.	The Adventures of Jungle Boy
21.	Billy and Ken Build a Treehouse
22.	Baseball Stories
23.	Football Stories
24.	All About Sports
25.	Famous People in Sports
26.	The Boy Who Ran Away
27.	The Facts About Using Drugs
28.	Stories of Long Ago
29.	All About Dinosaurs
30.	How to Make Friends
31.	The Haunted House Mystery
32.	Questions and Answers About Your Body
33.	Amazing Science Facts
34.	The Best Funny Stories
35.	Billy's and Ken's Secret Club
36.	Facts About the Pilgrims and the Indians
37.	All About Sport Cars
38.	How God Helps Us

Each student was interviewed privately, in an empty classroom. The child was asked to read through the list of titles and circle the ones he would be interested in reading, and put an X by the ones he would not be interested in reading. After the student completed this task, he was asked to go back and look at the books he circled. The researcher then asked the student to choose the three books he would most like to read from this list and rank them 1, 2, and 3 for first, second and third favorite book. Lastly, the researcher asked if there were any types of books the student likes to read which were not included in this list of books. They were instructed to write the kind of book that was missing on the bottom of their paper.

Responses were then tallied to determine the boys' favorite and least favorite books. When the responses were compiled, the following point value system was used: first choice = 3 points, second choice = 2 points and third choice = 1 point. The book titles were then converted to the book categories they represented. The categories were then ranked, using the point system, from most popular to least popular.

All of the book titles that were originally circled as interesting books were then tallied. Every time a title was circled it was assigned one point to be sure

that it was clear how many times each title was chosen as a possible choice to be read by a student. Then the titles representing each category were gathered together and their positive responses counted. It could therefore be seen exactly how many times a book was circled from each category. The categories again were ranked from most popular to least popular according to how many times each category was chosen.

By this method, the researcher could tally up popular books that were chosen often, but not appearing among the top three.

RESULTS

Responses on the interest survey were tallied so that two separate scores would emerge for each interest category. The first score was a total of points for each category, depending on how many times the titles in that category were chosen as a first, second or third choice by the students. A book chosen as a first choice received 3 points credited to the corresponding category, second choice, 2 points and third choice received 1 point. The researcher called these scores "First Choice Categories" and listed them in descending order in Figure I.

The second score assigned to each category consists of the total number of times a title in that category was

FIGURE I

FIRST CHOICE CATEGORIES

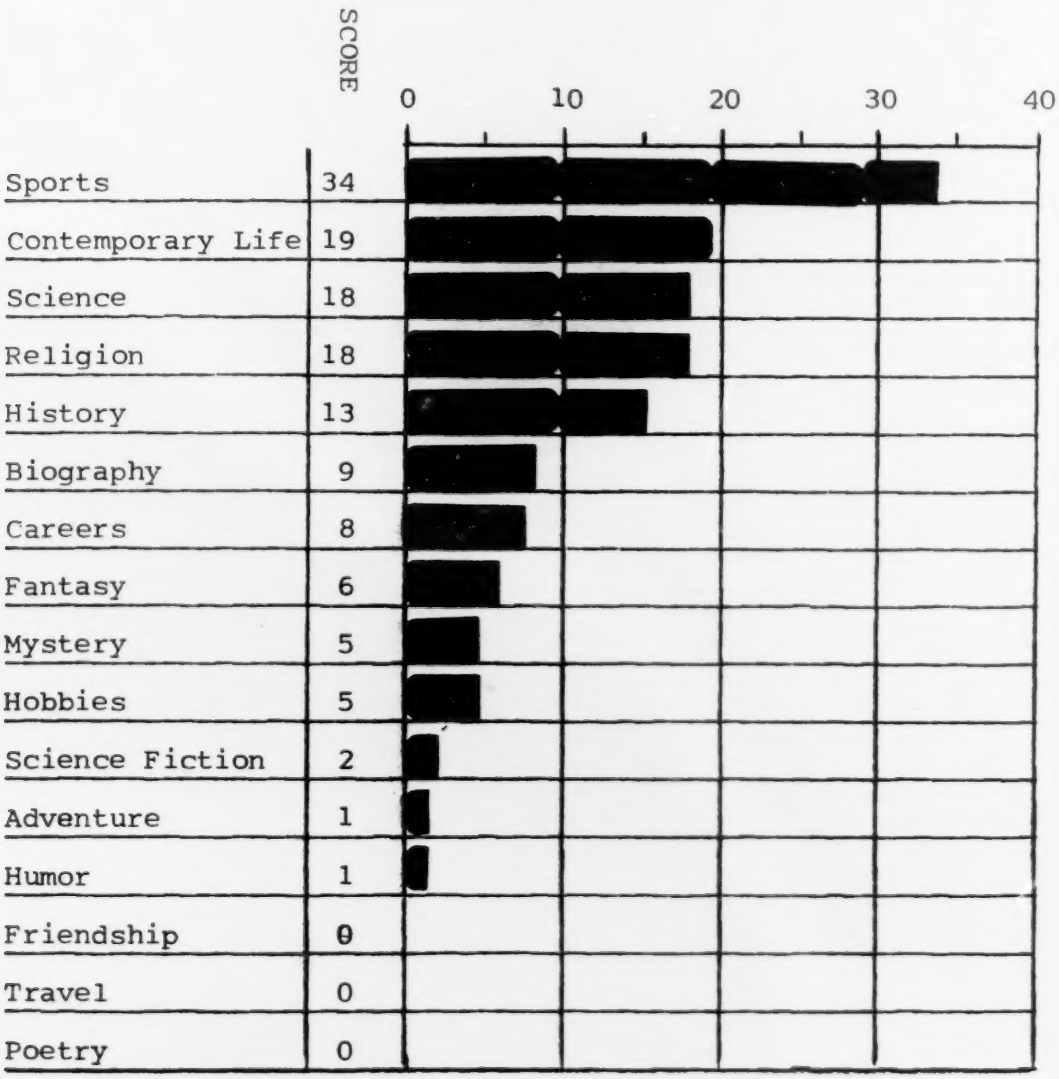
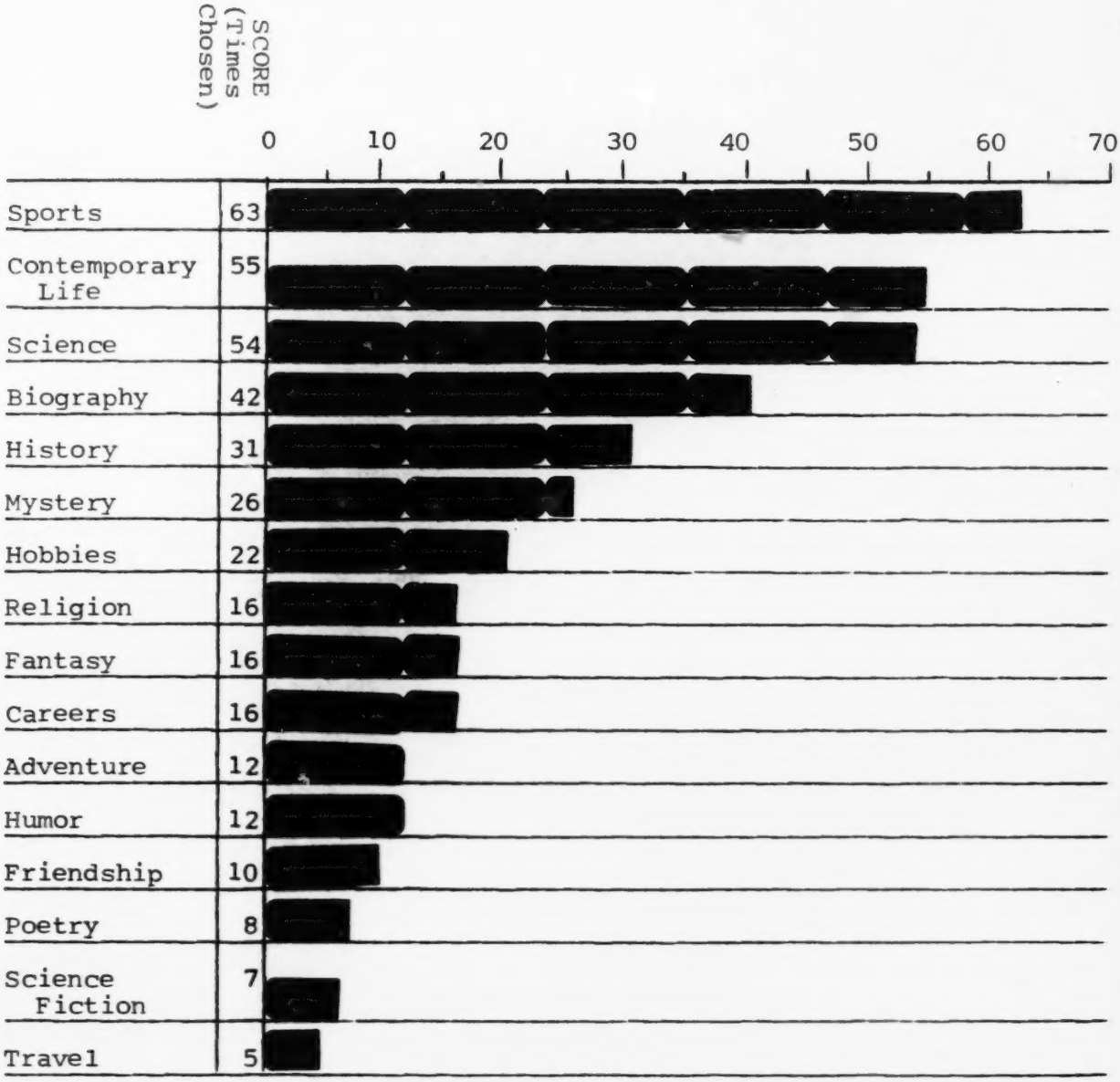


FIGURE II

CIRCLED CATEGORIES



circled by students as a book they would like to read. For example, four different book titles comprised the category labeled sports. Those four titles were chosen a total of sixty-three times as books the students would like to read. The researcher called these scores "Circled Categories" and listed them in descending order in Figure II.

In the "First Choice Categories" of Figure I, book titles received as much as thirty-four points in the ranking system of each student's three favorite titles. There were three categories, friendship, travel, and poetry, which received no points. The titles in these three categories were never chosen as someone's first, second, or third choice on the survey. However, in the table of "Circled Categories" these three topics were circled from five to ten times each as interesting choices.

Sports, contemporary life, and science ranked first, second and third in that order in both tables. Religion ranked fourth in the "First Choice Categories" but ranked eighth in the "Circled Categories"; History ranked fifth in both tables and Biography ranked sixth and fourth respectively in Figure I and II.

Surprisingly, the category of Adventure ranked twelfth and eleventh in the respective Figures and

and Science Fiction ranked eleventh and fifteenth. Humor also was low with a rank of thirteenth and twelfth respectively. Travel ranked fifteenth and sixteenth and friendship ranked fourteenth and thirteenth.

Other categories, while not at the top of the lists of these boys, had scores which reflected a moderate interest in the corresponding titles. Categories such as Careers ranked seventh and tenth and Hobbies, tenth and seventh, were popular interests. Fantasy ranked eighth and ninth, and Mystery ranked ninth and sixth.

The boys were also asked on the survey to list any categories or titles that they are interested in that were not included in the survey. Two boys asked for mysteries by the author Steven King. Three students asked for books about breakdancing, and two boys asked for a book about street kids. One boy wanted stories about nuclear war, one boy wanted ghost stories and three boys asked for horror stories. Thirteen boys made no response at all.

CONCLUSIONS AND IMPLICATIONS

The results of this study revealed that the reading interests of emotionally disturbed boys ages eleven to fifteen are not the same as those identified by boys in the general population. However, some similarities do exist.

The category of Sports, which is rated highly by all populations of boys, was the number one interest of emotionally disturbed boys also. This category surpassed all others, and by a wide margin. Science, too, is a popular interest of all boys, including the emotionally disturbed. Poetry often rates low for boys in the general population as it did for the emotionally disturbed group.

However, in the general population, Adventure was often the single most popular interest of both boys and girls alike. Nevertheless, Adventure scored very low on the survey of emotionally disturbed boys. The author felt that this could be attributed to the boys' backgrounds and home life instability. These boys see more adventure than they care to, and right in their own neighborhoods. So high excitement and adventure was not something they chose to read.

The implications for teachers and educators which arise here are that reading will be infinitely more appealing to emotionally disturbed boys if they are offered titles that excite and attract them. Both the bright and the poor readers will benefit. Each year, as new books are ordered for the classroom and school libraries, an inventory can be made of the types of books already on the shelves. Book selections for purchase should be made according to this and future interest

inventories taken from the current population of students. Teachers should also be cognizant of interests which are current in order to create good motivation towards learning.

The research work done on emotionally disturbed boys is not only limited, but in some areas, it is nonexistent. There is no question that research on this part of our population must continue so that all children, including the emotionally disturbed, can have a better chance for reading ability, for a better education, and consequently for a better life.

READING INTERESTS OF EMOTIONALLY DISTURBED BOYS

RELATED RESEARCH

What exactly do we mean by the term interest? Elizabeth Hurlock (1956) stated that an interest is "a learned motive which drives the individual to act in accordance with that interest. It is a preoccupation with an activity when the individual is free to choose." E. K. Strong (1955) suggests four criteria of interest: persistent attention, activity, direction, and feeling.

John T. Guthrie (1981) said that student interests are "what a person is attracted to." Students will respond more positively and for longer periods of time to high-interest materials. Guthrie (1981) investigated whether the interest factor on comprehension is due to an attention factor or a higher background of knowledge. The results indicated that "when students' knowledge of the topic was equated, their amount of interest did not increase or decrease their ability to comprehend passages on the topic."

Various methods have been used to study the interests of children such as the interest inventory, the questionnaire, the interview, the anecdotal record and the observation under various conditions.

Paul Witty (1960) compiled four questionnaires to be used to study the interests of children. The results of this study, conducted from 1958 to 1959, stated that T.V. was of great interest to children. Witty stated

that because of the influence of T.V., children tended to spend less time in outdoor play, sports, hobbies and creative activities than they did in earlier years.

In a study done by Wolfson, Manning and Manning (1984), the reading preferences of four hundred fifteen fourth grade children were assessed. Although some sex differences appeared in boys' and girls' reading preferences, they also often overlapped. Additionally, the study showed that minority and nonminority children differed to some extent in their reading preferences. However, there were more similarities than differences in the two groups. More nonminority children seemed to be interested in adventure and animals; more minority children seemed to be interested in personal problems, multi-ethnic, and fine and applied arts. Both groups responded alike in eight of the categories: fantasy, sports, social studies, physical science, family life and children, famous people, machines and applied science and plants.

Palmer and Palmer (1983) researched the reading interests of middle school black and white students, hypothesizing that race and culture play a major role in influencing the child's reading interests and attitudes. The sample consisted of fifty students, twenty-four black and twenty-six white. Thirty books were made available

for the students to inspect. They were asked to decide whether they would like to read each book, and mark their response on an answer sheet. Analysis of the data indicated that there is a high correlation between being black and choosing books about famous Blacks. On the other hand, ninety-two percent of the children who showed interest in a book about horses were white. There was no correlation between race and attitude toward reading. It was also stated in this article that the findings indicate a need for further research on reading interests of disadvantaged students. The author stated that "All to often, these students are subjected to middle-class values, curriculum and teachers without assistance to adjust." Reading material with a high interest level for these students could benefit them greatly.

In Leibowicz's study (1983) on children's reading interests, he stated that "what interests children requires serious, ongoing research." He lists many different research studies on the interests of children and the implications for teaching with this new knowledge. One study he reviewed casts strong doubt on the idea that expressed interests reflect actual reading interests. The author concluded the report with the caution that adult literary choices of children's books are not often what the children themselves would prefer.

In a study done by Hanjian at Kean College (1985) which compared children's reading interests with the story topics in basal readers, the overwhelming majority of children tested ranked adventure as their favorite topic. However, Hanjian found very few adventure stories included in frequently used basal series. Poetry was ranked high in the basal series but ranked very low on children's preference lists. The author concluded that since most children learn to read using a basal reading series, more topics of interest could be included to satisfy the population.

Hawkins (1983) studied the reading interests of the gifted child, and asked "If gifted children have learning styles that differ from normal, are their reading interests also different?" The study was done on sixty-two students, grades 4-6, all with a measured I.Q. of 130 or above. The children were given a paper and pencil inventory that listed types of literature in different content areas. They were also asked to list books they had recently read. Fiction turned up as a favorite at all levels and with both sexes. Boys selected non-fiction and reference materials more than girls did. Selection of comic books decreased with grade level, while magazine reading increased with grade level. Choices for content were adventure, mystery, humor, and fantasy, but these interests

decreased as the grade level increased. Girls selected more biographies, poetry, fairy tales and animal stories while boys selected more science, science fiction and "How-to-do-it" books. History, patriotism, and religious books were selected least often by all the gifted students.

The results of this study indicated that the reading preferences of gifted intermediate grade students did not differ from children in general as reported by the author's references to related literature. Mystery, adventure and fantasy seemed predominant in all groups. The subjects in this study reported reading newspapers and magazines with greater frequency than the author's related research of normal children showed. Chronological age rather than intellectual ability seemed a more important factor of reading preference in this study. The author concluded with saying that gifted students should be encouraged by their teachers to try materials and content they have never tried before, and wondered if there had ever been a concerted effort to broaden these children's interests, to stimulate higher order thinking skills.

The research study of Summers and Lukasevich (1983) was conducted on eleven hundred twenty-seven students ages ten to thirteen, from three different Canadian communities. The researchers used a method of paired

comparisons to construct a Reading Preference Inventory based on fourteen reading themes extrapolated from previous research. Analysis of the results indicated highly significant preference differences among the three communities, among the different age levels, and between the males and females. There were clear maturational changes in preference for the three grade levels. The predominant preference for both sexes consisted of themes pertaining to mystery, adventure and fantasy. In this Canadian study, history/geography and child/family were the least preferred themes overall. Poetry too, was ranked low overall, although the researchers came up with one odd class where it was ranked high by both sexes. This study was unique in that the researchers were able, through the Reading Preference Inventory, (RPI) to pinpoint an underlying preference indicated by all children of all ages and sexes. That common preference or common denominator of the various themes points to excitement and thrills in reading. All the readers preferred materials built around these themes above all others.

In the research study of reading preferences of urban and suburban secondary students (Elliott and Steinkellner, 1979), it was found that stereotypical ideas about student preferences were invalid. For example, the urban vocational student indicated a less negative

response to poetry than the suburban student enrolled in a college "prep" curriculum. Also, when a student indicated his/her interest or noninterest in a topic, they liked or disliked it no matter where it appeared, in books, magazines or newspapers. There also was a consistent pattern to the preferences of these students. If one topic was reported as a high-preference area, there was a high correlation between the topic and others similar to it.

A high percentage of students reported a strong interest in newspaper reading, even those students who had little or no interest in other topics. What was curious about this study over others was that there was no significant correlation between any grade level and the interest in any item. Tenth and twelfth graders could not be discerned by their reported reading preferences. In all the other related research, age and maturation showed clear distinctions in reading preferences among younger children. Also, as it was in the study on interests of the gifted students, the preferences of these tenth, eleventh, and twelfth graders did not appear to be related to the level of their reading ability. The vocational students reading test scores indicated they were less skilled as readers than the college "prep" students, yet this was not reflected in great variations in reading preferences.

Finally, in a study of the reliability of reading interest assessments, (Joels and Anderson, 1983) the researchers administered an interest survey twice, thirty-six weeks apart, to see if the interests of children were even stable enough to use to gear new programs, purchase new materials, etc. Using this test-retest method on one hundred seventy-three fifth graders, the analysis indicated that the change in students' interests over a thirty-six week interval was minimal. The author concluded that reading interest assessments are a useful tool to use in the manner they were intended and were a reliable way to find out the reading preferences of children without the fear of considerable shifting of those preferences.

All this research points to the significance and importance of examining the reading interests and preferences of children before planning and constructing a viable reading program to fit the needs of a select population. If gifted children differ somewhat from other children, shouldn't their reading program be tailored to fit their needs? What about black children? Children that are emotionally disturbed have their own set of circumstances and their own set of needs. They, too, deserve a reading program that reflects their interests and expands their potential.

REFERENCES

Baker, Eugene H. "Motivation: For the Disadvantaged, Special Problems." Grade Teacher, vol. 85 (1968), pp. 104-107.

Burns, Paul C. and Roe, Betty D. Teaching Reading in Today's Elementary School. Chicago, Illinois: Rand McNally College Publishing Company, 1976.

Byers, Loretta. "Pupils' Interests and the Content of Primary Reading Texts." The Reading Teacher, vol. 17 (January 1964), pp. 227-229.

Durkin, Dolores. Teaching Young Children to Read, 3rd. ed. Boston, Massachusetts: Allyn and Bacon, 1980.

Elliott, Peggy Gordon, and Steinkellner, Lesley Linde. "Reading Preferences of Urban and Suburban Secondary Students: Topics and Media." Journal of Reading, vol. 23 (November 1979), pp. 121-125.

Guthrie, John T. "Reading Interest." The Reading Teacher, vol. 34, no. 8 (May 1981), pp. 984-986.

Hanjian, Linda. "Are the Interests of Third Grade Students the Same as the Topics Found in Their Classroom Basal Readers?" Unpublished. Kean College Graduate Thesis, (May 1985).

Hawkins, Sue. "Reading Interests of Gifted Children." Reading Horizons, vol. 24 (Fall, 1983), pp. 18-22.

Hurlock, Elizabeth B. Child Development. New York: McGraw Hill Book Company Inc., 1956.

Joels, Rosie Webb and Anderson, Betty. "Reliability of Reading Interest Assessment: An Applied Study." Reading Horizons, vol. 23 (Summer 1983), pp.230-234.

Kopel, David. "The Nature of Interests." Education, vol. 83 (April 1963), pp. 497-502.

Leibowicz, Joseph. "Children's Reading Interests." The Reading Teacher, vol. 37, no. 2 (November 1983), pp. 184-186.

Mendoza, Alicia. "Reading to Children: Their Preferences." The Reading Teacher, vol. 38, (February 1985), pp. 522-527.

Moffet, J. Bryan. "Student Interest and Pertinence of Content in Selecting Reading Materials." Reading Improvement, vol. 19, no. 4 (Winter 1982), pp. 310-312.

Palmer, Princess A. and Palmer, Barbara C. "Reading Interests of Middle School Black and White Students." Reading Improvement, vol. 20, (Summer 1983), pp. 151-155.

Pieronek, Florence T. "Do Basal Readers Reflect the Interests of Intermediate Students?" The Reading Teacher, vol. 33 no. 4 (January 1980), pp. 408-411.

Smith, Richard J. and Johnson, Dale D. Teaching Children to Read. Reading, Massachusetts: Addison-Wesley Publishing Company, 1980.

Spangler, Katherine L. "Reading Interests vs. Reading Preferences: Using the Research." The Reading Teacher, vol. 36 (May 1983), pp. 876-878.

Strong, E. K. Jr. Vocational Interests: 18 Years After College. Minneapolis: University of Minnesota Press, 1955.

Summers, Edward G. and Lukasevich, Ann. "Reading Preferences of Intermediate Grade Children in Relation to Sex, Community, and Maturation, A Canadian Perspective." Reading Research Quarterly, vol. 18, (Spring 1985), pp. 347-360.

Witty, Paul and Associates. "Studies of Children's Interest--A Brief Summary." Elementary English, vol. 37, (November 1960), pp. 469-475.

Wolfson, Bernice J., Manning, Gary and Manning, Maryann. "Revisiting What Children Say Their Reading Interests Are." Reading World, vol. 24 (December 1984), pp. 4-10.